

2007 TEACHING DEVELOPMENT GRANTS SUMMARY PROJECT REPORT

INDIVIDUAL CATEGORY

1. Dr Christopher Burke

School of Aquaculture

'A holistic, integrated approach to course development, teaching and learning: First Year Aquaculture'

Summary of Project

The project aims to establish a central repository of information on teaching and learning in first year subjects taught into the Bachelor of Aquaculture. Information collated will include: learning objectives, summarised unit content, teaching and learning practices, assessment and generic attributes and how these are taught. The repository, to be maintained by unit coordinators, will be used to improve integration and cohesion of course development and teaching across first year. This will strengthen conceptual links between units; enable an integrated approach to the teaching of generic attributes; and provide tools/data to further articulate teaching and learning between units. Together, these will improve learning outcomes and retention into second year.

2. Dr Barbara Hartley

School of Asian Languages and Studies

'Creating an interactive and critically analytic learning community in Japanese studies through the use of multimedia and electronic learning sites''

Summary of project

The purpose of this project is to construct a range of multimedia resources and sites to enhance the critical thinking skills and learning outcomes of students enrolled in Japanese studies in the School of Asian Languages and Cultures. The project will develop a selection of multi-media resources to supplement the print material currently used in the delivery of these units. The project will also construct a series of electronic sites, such as wikis and web logs, to facilitate student interaction. Emphasis will be given to allowing students to engage in synchronous interaction, through the use of web-conferencing and web logs, in response to emerging current issues concerning which traditional scholarly resources are largely unavailable. Interaction between students enrolled in units across campuses will be greatly enhanced.

3. Ms Kaz Ross

School of Asian Languages and Studies

'Extending Web Literacy in Asian Studies: Coming to terms with Wikipedia'

Summary of project

The online collaborative encyclopedia *Wikipedia* is very popular with undergraduate students. *Wikipedia* is valued by students because of its ability to present free, easily accessible, structured, introductory information on a huge range of topics. Anecdotal evidence suggests that most students are unaware that *Wikipedia* is open to editing by any web user. The open nature of *Wikipedia* has led to heated debate on the authority and accuracy of entries on the web and, increasingly, in scholarly journals.

This project will first review the growing literature on *Wikipedia*. It will then combine this research with data from student focus groups to develop a model of information literacy training which will be incorporated into Asian Studies units at all levels.

4. Dr Bill Baker

School of Education

'Learning Centres in Music Education: A CD ROM Teaching Resource'

Summary of project

This project builds on the national and international successes of the video and book package *Learning Centres in Music Education* (Barrett, 1996), and on the need to develop resources for pre-service teachers that can be accessed outside of the time-intensive classroom context. This project will: 1) update to DVD and CD ROM format the current video and book package; 2) distribute this updated resource to UTAS students for use as a generative tool in the creation of new learning centres in music education; and, 3) provide UTAS students the opportunity to trial their new learning centres in early childhood, primary and middle school contexts thereby collecting samples of children's work.

5. Dr Kerry Howells

School of Education

'The enhancement of generic skills through the development of the reflective practitioner'

Summary of project

The incorporation of generic attributes in assessment could be enhanced through reflection by students after they have completed specific tasks. This project aims to examine the outcomes of such an innovation in the context of first-year cohort in the Bachelor of Teaching. As the effectiveness of reflection depends upon both a sophisticated and contextualised notion of "reflection" and a range of skills, the first phase of the project will be a diagnostic analysis of how well formed these are at the point of entry to the degree. The second phase will examine the effectiveness of an intervention in the form of the development of skills of reflection and reflection activities that are built into an assessment task. Students will be given the opportunity to reflect on their acquisition of certain generic attributes as well as their strengths and weaknesses when performing the task.

6. Ms Megan Short

School of Education

'Development of a CD ROM to support personal and professional linguistic awareness for pre-service teachers'

Summary of project

The project aims to provide additional resources (in the form of a CD ROM) for students undertaking the Bachelor of Education unit in linguistic awareness, EPF 250. EPF 250 covers areas of educational linguistics relevant to early childhood and primary teachers. The content of the CD will include sociolinguistics, grammar, semantics, pragmatics and phonemic awareness, punctuation and spelling. The material will be presented in an interactive and user-friendly format, using an inquiry based approach. The content will include material that will support the development of a pedagogical understanding of language as well as material that will support the personal literacy of the pre-service teachers.

7. Dr Julia David

School of Law

'Developing student learning resources on oral communication and employment skills in Law'

Summary of project

In 2005 the Law Faculty made a training film about oral communications skills that now forms an integral part of the oral communications training program taken by all law students. This project aims to produce a set of seven learning modules that will support the students in the training program, supplement the advice given in the film, and give students the resources they need to prepare for each of the different communications exercises shown in the film.

The learning modules will take students from their first presentation right through to their first job interview and provide them with a complete portfolio containing a skills map, written resources, advice, learning exercises, self awareness tests, reflective diaries and personal feedback that will help them develop the essential skills in oral communication, listening, teamwork, research, persuasion and advocacy that they will use in their future employment.

8. Dr Angela Martin
School of Management

'Enhancing business communication skills through deploying multi-media case studies'

Summary of project

This project will significantly enhance the communication skills and capabilities of Business students. This will be achieved through the development of a series of multi-media resources embedded within an assessment strategy designed to require students to learn about business communication through practising their skills to fulfil assessment tasks. Each multimedia case study will draw on and subsequently build on students existing knowledge, combined with leading them to improved communication skills through extensive peer and lecturer-mediated feedback. This program also provides the opportunity to ensure equity in the deployment of learning experiences across multiple campuses. When complete, these resources will comprise an integral and embedded part of the business communication unit that will be taught across four major strands of study within the Faculty of Business.

9. Dr Kristin Natalier

School of Sociology and Social Work

'Developing a generic skills tutorial program (pilot project)'

Summary of project

This project will develop a generic skills tutorial program that increases student confidence and academic success, sensitises students to the importance of generic skills and makes systematic generic skills development easily available to students. The materials developed will have the potential to be embedded in tutorial programs at the first year level, across the Arts Faculty. The project will develop teaching materials (exercises, discussion points, examples) in a form that allows for their easy integration into discipline specific tutorial programs. The materials will be made available to unit coordinators within the Arts Faculty. The development and piloting of these materials will take place through HGA102 Sociology B.

INTRA-FACULTY CATEGORY

1. Miss Louise Wallis

School of Architecture

'"What an idiot!": Building better working relationships between Architects and Engineers'

Summary of project

To instigate a meaningful joint project between the School of Architecture and Engineering that will allow students to develop their interdisciplinary communication and teamwork skills as well as applying their discipline specific knowledge. This pilot project will bring together two classes (80 – 100 students) for an intensive two day session. Followed by meetings using 'ichat' and/or 'skype' technology (web cam and voice connection via the computer). To assist this project in its development and establish a regular connection between the Schools, the team sought support for: a planning meeting in Ross with a CALT adviser to facilitate the Teaching and Learning design, training for staff in 'ichat'/'skype', the engagement of a research assistant to observe and interview student-focus groups and staff involved, and travel allowances for two leading industry speakers (Robert Morris-Nunn and Jim Gandy).